

## College and Career Literacy

### Lesson Preparation

Daily Lesson 6	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.8A E1.9A,C E1.11B E1.24B E1.25A	E1.26A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts.</li> </ul> <p>— How important is literacy for your future?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Reader's Notebook (1 per student)</li> <li>Independent reading novel (1 per student)</li> <li>Visual representations from Daily Lesson 5</li> <li>Computer access</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 05B Reading Appetizer (1)</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Students may need computer access to share their visual representations. Prepare accordingly.</li> <li>Refer to: Teacher Resource: <b>English I Unit 05B Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	This Instructional Routine completes Performance Indicator: <i>"In a small group, use available online and print resources to study a selected career. Discuss the purposes of the resources and the most important details. Create a visual representation (e.g., pamphlet, digital presentation, web page, display board) to inform others about the job/career. Share the information with the class."</i>	
<b>Teacher Notes</b>	Students will be participating in a "Book Chat" for their Independent Reading novel during Daily Lesson 7. Remind them to prepare accordingly.	

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<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students present visual representations to inform others about a career.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer.</li> <li>2. Provide time for groups to finish visual representations, and determine how they will share them with the class.</li> <li>3. Review with students the importance of speaking clearly, maintaining eye contact, and using the appropriate language and tone for a formal presentation.</li> <li>4. Explain to students that in Daily Lessons 8-10, they will be preparing a written correspondence to a perspective employer. They will need to listen carefully to the information presented by their classmates about various careers to broaden the choices they have.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Groups share their visual presentations with the class while the students in the audience take notes in the Writer's Notebook.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does a visual representation enhance our understanding of a topic?</b> Discuss responses.</li> <li>2. Remind students of the "Book Chat" they will be participating in during Daily Lesson 7.</li> </ol>